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ABSTRACT

The key to successful management of staffing during decline, this paper says, is advance planning. It suggests several steps to take via analyzing, prioritizing, economizing, and publicizing before reduction in force hits the school. Administrators should make projections and predictions on enrollments, revenues and expenditures and facilities and staff; establish their district's goals and priorities; evaluate the program; publicize all of this; clear up contract language; and revise personnel policies and practices not in the contract to eliminate restrictive provisions. The paper also suggests that administrators develop guidelines consistent with statutory and case law and with the provisions of union contracts. Other issues discussed include keeping state legislative and executive leaders informed, retaining a capable management staff, and developing an early retirement incentive. (Author/LD)

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STAFFING DURING A PERIOD OF DECLINE

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Dr. Kelly, Dr. Spring, Dr. Marburger, Dr. Knoll, friends of education, I am pleased to be here in the deep south and away from the deep freeze of upstate New York. That is magnificent country in the summer, but during the winter, it is strictly for the birds - the penguins, that is. I love New York, but in February it's a lot more lovable from New Orleans.

In case you want to do it sometime, you may wonder how you get to speak at these conventions. I just found out the other day myself. You simply have to pass the AASA Basic Competency Test in Citizenship. Louis Zeyen gave it to me. He asked whether I believed in free speech. I assured him that I certainly do, whereupon he invited me to come down here to New Orleans and make one.

But Bill Fox went further. He called to check my qualifications. I told him I had a B.S. He said that we all know what that means. I added that I had an M.S., too. He muttered something that sounded like "More of the same." Then I said, "That's not all, I have a Ph.D."

Whereupon he retorted "That just stands for all of the other stuff piled higher and deeper."

Then he tried to pin me down. He wanted to know what I knew about dismissing staff. I told him that in my district nowadays all of the mail from the union comes marked to the attention of the firing squad.

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Then he seemed to be satisfied.

Public education in America is on trial, perhaps for its life, and the jury is the consumer of our product, the public.

During these stormy times, navigators of the educational ship of state need, in the words of John Masefield, "A star to steer her by!" The public schools are owned by the people, and they are rediscovering that fact. Educators, unions and management alike, would do well to acknowledge it.

The area of staff dismissals is too broad and too complex to treat in its entirety in the time we have. Therefore, presentations have to be limited in scope, We want to allow time for your questions and contributions. Because retrenchments brought about by enrollment decline or fiscal restraints are current problems for many, if not most, districts, I have chosen to utilize my time to sketch out the scene in which staff reduction during a period of retrenchment is carried out.

During the question period, I shall be glad to respond to questions you may have about aspects of dismissals which I won't touch upon in my talk. At the beginning, let me point out that the actual firing of a staff member is the end act of a long line of actions that precede it.

I have one term to define. That is R I F meaning reduction in force, whether caused by reduced funding or enrollment decline.

The key to successful management of staffing during decline is advance planning.

Make preparations before the crisis comes. Perhaps I can illustrate that important point with the story of an oil drilling outfit which brought in a gusher on a Texas ranch. The exhilaration was short lived because the oil caught fire. All efforts to put out the holocaust were unsuccessful. Numerous oil firefighters with modern equipment had to pull back from the intense heat and were standing watching. Suddenly, down the road came a small, old fashioned fire truck with three or four firefighters on it. Instead of stopping at the line where the other fire trucks were waiting, they charged right through without slowing down, dashed right up to the burning well, jumped out, and put out the fire pronto. All of the others watched in amazement and admiration.

The rancher ran up to the chief of the little crew and exclaimed, "Thank you! Thank you! You have saved my oil well. Here is a check for $10,000.00 for you to use any way you see fit."

The chief accepted the check and replied. "The first thing we are going to do with some of this money is get the brakes on the darn fire truck fixed."

Planning staffing during decline means planning to make some hard and unpopular choices about who is to go and who is to stay. Preparations for dealing with such conditions are necessary preliminary steps.

Let me touch briefly upon a number of factors which are important elements in preparing the district for the process of decline.

Prepare and Publicize long range projections of enrollments, facilities needs, staff needs, expenditures, and revenues. The worst next thing to being unprepared and uninformed yourself is for your constituents to be unaware of the coming changes. Whether you have the district staff, a committee made up of local citizens and staff, or a consulting firm prepare the predictions is a local decision. The projections should be for at least five years in advance. They should be compiled with care for they must stand a severe test of credibility. Disseminate the predictions thoroughly throughout the community and among the staff. Use graphics liberally to illustrate the message you wish the public to grasp. If drastic changes are to occur, everyone to be affected should know what to expect. Avoid having to try to explain your actions after people are shocked, surprised, and angered, too late to get them to see reason. When emotion comes in through the door, logic is forced out through the window. Review, update and publicize the predicitions annually. I recommend the booklet Enrollment Trends, published by the New York State Education Department in Albany.

Rest assured that when reductions come, you will be in eye-ball to eye-ball confrontations with many of your constituents, individually and in groups. Those who, a few short years ago, helped to expand the facilities and programs and have been ardent supporters of just about everything you have been doing, may turn against you if you curtail, or even refuse to expand, their favorite programs, or dismiss or transfer their favorite teachers. Informed, they may be vexed, but reasonable, hopefully. Surprised, they may become hostile. Some miffed parents or dismissed staff members may show up on the school board with axes to grind.

Staff reduction will be at odds with many of the things the union is dedicated to upholding. Other special interest groups will tolerate cut backs everywhere but in their areas of interest. They will say, "Yes, you must cut, but not in this area." Taxpayers will be disgruntled because they will expect lowered taxes, but, instead, experience shows that the opposite happens. I cannot overemphasize the importance of letting all know well in advance when and how decline will take place. At first you may be sorry that you gave out all that information because some will use the data to oppose the plan. I can assure you that if you don't inform everyone, you will be even more sorry.

Establish or update your district's educational goals and priorities. Many districts have had success using a committee of staff and citizens in preparing the study. Utilize consultants if you wish, but do

involve the staff, parents, and community on a representative basis and then have the board formally adopt the goals and priorities. Small districts can survey the entire community. Make sure the adopted goals and priorities are common knowledge in advance of the "crunch." It is essential that the goals and priorities be realistic for the community.

Evaluate the Program applying the established goals and priorities. This step will also help to pave the way for maintaining a reasonably balanced program and will provide a rationale for coping with the pressures that will be brought to bear by special interest groups when the cutting starts. You may or may not need technical consultants for this project depending upon the expertise within the district.

The established goals and priorities together with the program evaluation will provide an important basis for community understanding and acceptance of hard decisions necessary to maintaining a balanced, quality program during years of decline.

Review the contract language and the district's policies and practices that may have the effect of limiting management actions and putting decision making in a straight jacket at a time when you will need freedom to exercise sound management decisions. Consider the dilemma of the district that is faced with a provision in the teachers' contract that stipulates that "reduction in force will be based only on so significant a decline in enrollment as to justify staff

reduction," and then a taxpayer revolt hits. In the first place, how do you define so vague a standard as "so significant as to justify." Get ample legal advice from good public sector labor relations lawyers as well as from capable contract lawyers. Have them review your contract provisions and language and make suggestions for changes during negotiations. Begin this as part of your advance planning, several years in advance. It is wise to eliminate restrictive or vague language gradually from your contract over several years before the axe is ready to fall. You won't get your wishes then at any reasonable price. Do not scrimp on legal fees in the matter of examining the contract in preparation for cutting back staff. Get the best contract you can, then HONOR IT, even if it hurts. Keep working through negotiations processes to improve contract language. If you are left with restricting provisions in the contract, the public will hold management, not the union, responsible.

Avoid adopting statutory provisions in the contract, thinking that since it's the law, it can't hurt anything. If the law is changed, you will be stuck with the contract.

Having made your projections and predictions on enrollments, revenues and expenditures, facilities and staff, having established your district's goals and priorities, having evaluated your program according to those goals and priorities, having thoroughly publicized all of these matters, having cleared up the contract language, and having revised those district personnel policies and practices not in the contract to eliminate restrictive provisions, you have made some,

but not all of the necessary preparations.

With these precautions you will be guiding the district according to pre-arranged plans, which are understood if not universally accepted. You will be in a better position to manage events rather than be managed by them.

Your plans, however, are not yet complete. Additional plans, related more directly to the RIFFING process must be prepared. If you don't have them, go home from here and develop them.

Until recently, the major cause of RIFFING was enrollment decline, with finances being perhaps a close second reason. Usually, there was time to prepare. Conditions could change abruptly in many districts in many states. A taxpayer revolt or legislative action can alter the situation drastically and suddenly. In New York State a court decision created a fiscal emergency in the small city districts. These districts did have some lead time in which to formulate plans. The crisis was severe, nevertheless.

Whatever the reason for RIF, administrative staff must know the applicable statutory and case law on seniority and tenure. You must define each of the specific tenure areas as they apply in your state and in your district. You must have a thorough understanding of just how any applicable provisions in the contract with the unions will apply and whether the law or the contract will prevail in particular cases.

You will need to gather certain kinds of data on all certified

employees, i.e., tenure area or areas, whether employees are certificated for all subjects taught or not, the time served in each separate tenure area and the total time in the service of the district. You need also to know the nature of each separate appointment in each separate tenure area, whether the appointment was probationary, tenure, substitute, part time, or per diem and how much of the employee's total service counts or doesn't count for job seniority. It would be well to have this information on each employee put into the computer together with age, salary, fringe benefits paid by the district, and total service applicable toward calculating retirement benefits. A little later on I'll expand upon the reasons for including the retirement data in the compilation.

This kind of information about the staff will enable you to determine the proper order of dismissals and will be useful in making transfers and reassignments.

Develop a plan for RIFFING personnel (using the data you have gathered). It should include guidelines which are consistent with statutory and case law, and with the provisions of contracts with the unions. Determine what discretion is left to the district in making decisions with regards to RIFFING, and how you will apply that discretion. You should be consistent and fair in exercising whatever management prerogatives are left to you. For example, if you give one person employment preference based on some factor such as total time in the district, even though you are not bound by law or contract

to do so, then apply that principle consistently to all. Don't deal in personalities or yield to temptation to use RIFFING to get rid of any particular staff member. Do not let any supervisor or administrator do so either. Such practices could lead to big problems with the union and destroy the confidence of the staff. Riffed personnel have job rights and may in time return to the staff.

Lists of persons in order of job rights, within the various tenure areas should be made and kept updated at all times. This list should include administrators as well as teachers. The basis upon which reassignments to similar positions and the transfer of persons to positions of a kind different from their present positions should be established and disseminated. If dismissed employees are not to be recalled on a last out first back basis, make two lists - a dismissal list and a recall list.

Use caution in assigning persons outside of tenure areas or outside of areas of qualifications even for as little as one period a day. Keep in mind that you may be establishing precedents that you will later be bound by. Precedents in personnel practices, even if not covered in the contract, may become the standard under RIF. For example, if you have been occasionally assigning secondary teachers to teach one period a day outside of their areas of certification don't be surprised to find an arbitrator agreeing with the union that under RIF the practice should become more widespread in order to protect the jobs of people presently on the staff, especially if you have language in the contract such as a loosely worded past

practices clause that could be used as an argument for continuing and expanding such a practice.

This is not to say that reasonable efforts consistent with maintaining educational quality should not be made in the interests of providing employment for the members of the staff. Such efforts will buy much good will for the management. Reasonable reassigning of staff can be done provided that people are assigned to areas in which they are certified and qualified, as long as you don't violate their rights. Establish standards to guide you in all cases.

In some states courts require that such efforts be made before excessing personnel.

The union will be watching very closely everything you do, particularly when members are affected and will seek every opportunity to challenge.

But don't be guilty of a too rigid stereotyping of all union officials. They are not always inflexible in their positions on all seemingly sacrosanct union principles. They learn from experience, too.

I heard a story about a young union president, a bachelor, attending a convention in Las Vegas, who, feeling like doing the town one night, went to the rent-a-friend agency (before Title IX it was called rent-a-girl) and told the clerk at the desk that he would like to obtain a suitable partner for the evening.

The clerk said, "You have come to the right place. The fee is

$100.00 in advance."

The union president, noting the union emblem prominently displayed, promptly paid the fee, whereupon the clerk picked up the telephone and asked for Mabel to report to the desk. Shortly, an elderly lady, leaning heavily on a cane, came down the stairs. As the clerk started to make the introduction, the young fellow fairly exploded and said: "What! you expect me to pay a hundred dollars for an evening with her?"

Whereupon the lady pointed her cane at him and said in a firm tone, "Young man, we are a union shop here, and we go strictly according to seniority and tenure."

There are limits to just about everything.

Legislation

In addition to the [illegible] jobs, one of the consequences of RIFFING is part time staffing. Loss of staff means loss of union members and dues and gives impetus to the union's drive for legislative changes such as the modification of strict certification requirements so that staff who are scheduled for dismissal or reduction to part time can be given a full time assignment, whether fully qualified or not.

Management should work through professional organizations to inform state legislative and executive leaders of the potential impact of specific proposals for such legislation. Many legislators,

under union pressure and being sympathetic to those who face losing jobs and lacking money to give for salary increases may be tempted to pass non-monetary legislation favorable to unions. Provide hard, reliable data to political decision makers. Gain their trust. They must be able to rely upon the validity of the data provided to them. Stick to the big issues. Don't waste their time, or yours, on minutiae.

Some districts are forming political action committees of district residents to keep abreast of legislative developments and to lobby for legislation favorable to the district and to oppose legislation that would have the effect of lowering the quality of education. Boards and administration have few votes and little money for political contributions. But district residents may be viewed in a different light when they confer with legislators in their home districts.

Do not bury your head in the sand by concentrating only on your local problems and ignoring legislative changes at the state level that will erode the district's ability to make the best use of staff in its efforts to maintain quality. Increasingly, educational policies, including personnel policies, are being made by state and federal legislation and in the courts. Take a part in that process. You are directly affected.

Some Random Tips

Because of the variations in state laws and among individual

contracts, I have tried to "set the stage" rather than spell out the details. However, here are some specific "tips" that are generally applicable.

Endeavor to release staff as evenly as possible each year, and avoid releasing a very few each year for several years and then having to let a large number go at once. Do this by maintaining similar class sizes to the extent possible year after year. Staff on the basis of enrollment figures taken during the middle of the year instead of figures taken at the beginning of the year.

Update your staffing data annually and disseminate that information widely.

To illustrate, here are some samples of data on staffing over a period of years in one medium sized district. (See tables I - VI attached.) This is merely to illustrate the point. You will want more data than is shown here.

Compiling and publicizing this kind of information annually helps the administration to maintain a balanced staff and generates confidence in the management by employee groups, parents, and the general public. The data on management ratios are helpful in withstanding charges that many Indians and few chiefs are being cut.

Staffing ratios based on the number of full time equivalent employees per 1,000 pupils are generally valid for certificated employees. There are other methods, such as teacher load based on pupil contact minutes. Whatever means you choose, be consistent

and logical and use simple statistics and terminology easily understood. You will, of course, have to take into account conditions peculiar to your district and the nature of the positions being studied. For example, if you use aides only in elementary schools do not include the secondary enrollment in those calculations. Publicly explain any significant variations from year to year.

Keep up to date on the pattern of school enrollments within each attendance area and of student demands for electives on the secondary level. Upgrade or eliminate courses of questionable value or with a low student demand and replace them with courses and programs of better educational value. Despite decline in enrollment and financial problems, look for opportunities for making changes that can strengthen the educational program. Take advantage of these opportunities to make improvements instead of just cutting back and dismissing staff. Once cuts have been made, it is difficult to add back something in its place. Once a good teacher or a program is lost, you may not get that person or program back because it will mean a tax increase.

Establish minimum enrollment levels for electives. Courses with enrollments not meeting the minimum enrollment should be clearly justified to be offered in any given year. Put in a more relevant course in place of one that has a low enrollment.

Offer elective courses on an alternate year basis.

Consider expanding leave without pay policies and extensions

to maternity leaves. If you pay salary credits for college courses, control the courses for which you will pay.

Encourage staff to obtain multiple certification with the additional qualification to be in areas of anticipated need, i.e., handicapped.

Request that excessed staff members keep the district informed of new areas of certification or qualifications acquired. Put this information in the computer with the other personnel data.

Develop a schedule for reducing the numbers of sections in each grade, and for closing schools. Consider combining two grade levels in one class. Prepare staff and parents in advance.

Whenever a vacancy occurs, scan your data bank for qualified excessed persons who can fill the vacancy. Follow established guidelines.

Provide an information packet for excessed staff members. This could be done cooperatively with the union. Include information on such topics as the person's rights under the unemployment laws and how and where to apply for benefits, how to take advantage of the food stamp program, welfare assistance, medical assistance available in the community, aid to dependent children, and community agencies where assistance may be obtained. Of course those excessed should be informed of their rights to re-employment in the district. These actions might encourage good teachers to wait for a job opening to occur.

While you naturally wish to be as humane as possible to excessed staff, don't lower your standards and appoint excessed staff to positions, especially supervisory positions, for which they may be certificated but not otherwise qualified.

Avoid, if you can, assigning any person to any position for which he or she is not qualified even on the condition that certification or other qualifications will be met later. Set such a precedent, and you may have to live with it on a larger scale than you would like. Do provide inservice programs to prepare people for areas in which vacancies are expected.

In spite of all efforts to retain the best people on your staff, some high quality people will be excessed during RIF. You will want to keep these people available to fill vacancies that will be occurring. Use your initiative to keep them working in some capacity until they can be re-employed. Staff members who have been excessed can be given preference to fill in for persons on leave, or serve as substitutes on a daily basis. They can work on special projects.

Encourage staff who are excessed or about to be to write grant proposals for special projects. Staff the projects with excess personnel.

Seek cooperative arrangements with neighboring districts to share competent personnel to fill in temporarily for persons on leave and also to share personnel who have been partially excessed.

Even while RIFFING, you will need to hire new people. If you have financial limitations, establish a maximum step for the entry of experienced teachers new to the district. This will provide an opportunity for the district to obtain the services of competent, experienced persons at a beginning salary that is affordable and also makes it possible for good teachers who might otherwise be priced out of the job to gain re-employment.

Maintain Sufficient Supervision

Maintaining quality in instruction requires good supervision. At a time of staff cutbacks and financial problems, the axe tends to fall first on supervisory and administrative services. Retain sufficient, capable management staff to do a thorough job on supervision and evaluation. Management will be expected to do an even better job than in the past. So don't yield to the pressure to cut the supervisory staff to the bone or to put questionable people in vacancies that open up in key positions.

Instead, make your case for a strong program of staff evaluation and supervision and implement it diligently and consistently. This is the time to demand higher standards for the instructional staff and require that they be maintained district-wide. Be thorough and consistent. Many average teachers will do better. Some poor performers will improve, and some under constant supervision will either improve, leave, or take advantage of the early retirement plan, if you have a

good one. Dismissal may be necessary for some.

Be sure that the supervisors have identified areas in need of improvement generally and on an individual basis, and see that supervisors have given ample assistance and sufficient time and have made a sincere effort to help the ineffective employee make the required improvements before disciplinary action is taken. In this way, you can weed out some of the poorer performers and improve the performance of others. Every effort should be made to avoid having to retain mediocrity while excessing good performers. Slipshod supervision is one of the most frequent causes for unsuccessful attempts to dismiss teachers for cause. If you give due process and apply sound evaluation and supervisory procedures you may not have such a tough fight with the union in disciplining or dismissing poor performers. Unions can't afford to do bloody battle if the issue is solely the defense of a poor teacher. But you can count on their "going to the mat" with you over sloppy supervisory processes, especially lack of due process.

Early Retirement Incentive

Enrollment decline and fiscal restraints are occurring simultaneously in many areas. As jobs become scarce, employee mobility is reduced. The difficulty in getting another job on the upper levels of the salary scale, and the idea of starting at the bottom of the seniority list at a time of staff reductions, cause employees to stay put. The longer they stay, the higher the salary goes. Those cut are

usually the lowest paid. Those staying are generally the highest paid.

With increasing inflation and the elimination of mandatory retirement age, more staff members may postpone retirement beyond the time they normally would retire.

A situation can develop wherein the staff is increasingly made up of persons on the upper level of the salary scale, with little turnover. Per pupil costs rise, and a desirable balance on the staff is lost.

If your district is facing these conditions, you may wish to consider a plan that will promote voluntary turnover on the staff and at the same time effect financial savings. Managed carefully, quality can be improved in the process.

Maintaining quality of the staff should be the first aim of such a plan, with financial savings being a secondary consideration.

In many states retirement incentives is a matter subject to negotiations. But don't let that deter you from studying the possibilities. You will have to decide whether management should introduce the proposal or to let the union initiate it. One can argue that question either way. Unions like to take the credit for benefits gained for employees, and it is usually a good idea to let them. Management might "buy" something from the union for it. If the union draws up the initial proposal, it probably will be tailored more to union desires than to management needs. Whether you make the choice of bringing the matter up first or letting the union do it, from a management point

of view, the effect of the plan should be to cause turnover on the staff and to reduce the total costs for salaries and fringe benefits. Notice that the salary scale is not being reduced by this plan.

Variations of early retirement plans currently in operation include payment for all or part of unused sick leave, guarantees of a minimum level of part time employment for a specified number of years, outright cash incentives, and continuation of health insurance coverage on a shared cost basis. Some plans in effect, are, in reality, rewards for long service. I am referring to actual incentives to leave the staff.

The plan should be so structured that some savings will result from every employee who takes advantage of it.

Generally, incentives are reduced sharply after the first year of eligibility in order to encourage maximum participation in the first year. When introducing the plan initially, allow enough time for those eligible to make changes in their personal plans.

Table V I I (attached) shows the potential savings for one school district of 3300 pupils. As you can see, the possibilities for staff turnover and money savings are both significant.

Don't be too conservative in giving the incentives, especially to those who take advantage of the first year of eligibility. The incentive in this plan is half a year's salary up to $10,000.00.

In computing the financial benefits, don't overlook potential savings on fringe benefits. In New York, for example, fringe benefits

cost approximately 25 percent of salary. Just the fringe benefit costs to the district for someone at the $10,000.00 level is $2,500.00 a year less than for someone at the $20,000.00 level.

A well thought out early retirement incentive plan together with the upgrading of standards, and a strong program of evaluation and supervision may be the most effective steps a district can take toward maintaining quality during decline.

At this point, your preparations are complete. You are now ready to begin firing and at the right targets instead of the wrong ones.

Summary and Conclusion

The process I have described can be summed up in four words: analyze, prioritize, economize, and publicize. In the beginning, I said that the public schools are on trial as a viable delivery system for the nation's educational needs.

Let me now conclude with a short story of an unusual bird.

When I was a boy my grandaddy used to tell me stories about the filly-loo bird. Filly-loo birds had the strange habit of flying backward. They did not care about where they were going; they just liked to brag about all the places they had been. The species is now extinct.

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TABLE I

TOTAL CLASSROOM TEACHERS BY INSTRUCTIONAL LEVEL
PER 1,000 PUPILS

	1973-74	1974-75	1975-76	1976-77	1977-78
K - 5	48.0	46.0	46.6	48.5	48.4
6-8	49.6	49.6	52.8	54.0	59.0
9 - 12	48.5	47.4	46.8	43.6	45.5

TABLE II

TOTAL CLASSROOM TEACHERS DISTRICT-WIDE
PER 1,000 PUPILS

1973-74	1974-75	1975-76	1976-77	1977-78
48.5	47.4	48.2	48.1	50.4

TABLE III

TOTAL INSTRUCTIONAL STAFF IN DISTRICT
PER 1,000 PUPILS

1973-74	1974-75	1975-76	1976-77	1977-78
56.0	52.0	53.0	52.5	54.7

TABLE IV

TOTAL PROFESSIONAL STAFF IN DISTRICT
PER 1,000 PUPILS

1973-74	1974-75	1975-76	1976-77	1977-78
56.5	56.0	57.1	56.2	57.68

TABLE V

NON-CLASSROOM PROFESSIONAL - DISTRICT-WIDE
PER 1,000 PUPILS

1973-74	1974-75	1975-76	1976-77	1977-78
8.0	4.6	4.7	4.4	4.3

TABLE V I

TOTAL ADMINISTRATIVE AND SUPERVISORY STAFF IN DISTRICT
PER 1,000 PUPILS

1973-74	1974-75	1975-76	1976-77	1977-78
3.6	4.0	4.12	3.7	3.6

TABLE VII

POTENTIAL SAVINGS

EARLY RETIREMENT PLAN FOR TEACHERS

ESTIMATED COST OF 1/2 PAY OR $10,000, WHICHEVER IS LESS
ASSUMES ALL REPLACEMENTS AT STEP 1, $10,811

TEACHER	78-79 ANN. SAL.	1ST. YR.	2ND YR.	5TH YR.	7TH YR.
A	19,833	- 894.50	+ 8,660	+ 7,430	+ 6,563
B	19,330	- 1,146.00	+ 9,095	+ 7,865	+ 6,998
C	19,878	- 872.00	+ 8,705	+ 7,475	+ 6,608
D	19,728	- 947.00	+ 8,555	+ 7,325	+ 6,458
E	19,128	- 1,247.00	+ 7,955	+ 6,725	+ 5,858
F	18,145	- 1,738.50	+ 6,972	+ 5,742	+ 5,813
G	17,417	- 2,102.50	+ 6,244	+ 5,592	+ 4,725
H	20,068	- 743.00	+ 8,895	+ 7,665	+ 6,798
I	20,228	- 583.00	+ 9,055	+ 7,825	+ 6,958
J	20,063	- 748.00	+ 8,890	+ 7,660	+ 6,793
K	20,285	- 526.00	+ 9,112	+ 8,820	+ 7,953
L	19,913	- 854.50	+ 8,740	+ 7,510	+ 6,643
M	19,913	- 854.50	+ 8,740	+ 7,510	+ 6,643
N	19,275	- 1,173.50	+ 8,102	+ 6,872	+ 6,943
O	18,227	- 1,697.50	+ 7,054	+ 6,402	+ 5,535
P	19,808	- 907.00	+ 8,635	+ 7,405	+ 6,538
Q	20,288	- 523.00	+ 9,115	+ 7,885	+ 7,018
TOTAL	331,527	-17,557.50	+142,524	+123,708	+ 110,845
RETIREMENT	(SAVINGS DEFERRED 1 YEAR)	- 3,582.00	+ 28,884	+ 24,618	+ 21,612
FICA		+ 7,085.00	+ 6,713	+ 5,448	+ 4,556
NET SAVINGS		-14,054.50	+178,121	+153,774	+ 137,013